**K-5 Math Lesson Plan Day 5**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**: Day 5 |
| **Unit Title:** Let’s Go on a Scavenger Hunt | | | | **Corresponding Unit Task: 4** | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  “Farm Counting Book” by Jane Miller  Blank white cards | | **Student:**  **Math Journal**  Baggies containing different number of objects 1-10 | | | **count** | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards** K.CC1 Count to 30 by ones. K.CC. 2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1) K.CC. 3 Write numbers 0-20. | | | | | |
| **I Can Statement(s):** I can write the numbers 0-10. I can count out loud a number of objects greater than 0 but less than 11. I can represent the digit that matches the number of objects counted 0-10. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read book “Farm Counting Book” by Jane Miller pointing out the one to one correspondence. | | | | | |
| **Teacher Directed:** Using document camera show students counting one to one. Teach students that counting has to be organized and one way to do so is by moving counters one by one. Together create class number cards for the numbers 1-10. Write the number on a card and draw corresponding dots as the students count on. | | | | | |
| **Guided Practice:** Give teams baskets with labeled baggies containing different number of counters (0-10). With a partner have students count the number of counters in each baggie and record in their math journals. | | | | | |
| **Independent Practice:** Have students draw a number 1-10 and in their math journals they will write their number and draw a corresponding number of objects. | | | | | |
| **Closing/Summarizing Strategy:** Have each child take a baggie and dump its’ contents on the table in front of them. Write a number on the board and have any student who has that number of object put them back in the baggie. Continue until all objects are picked up. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Count using a higher target number. | | | Count using a lower target number. | | | Picture cards with numbers |
| **Assessment(s):** Math journals | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |